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ABSTRACT

This guide provides detailed guidelines for the recruitment and training of volunteer staff for church and synagogue libraries. The first of eight sections discusses criteria for selecting a head librarian, including 13 professional and spiritual qualifications, and lists 30 of the head librarian's basic responsibilities. The second section discusses the qualifications and responsibilities of other library staff. Ways to introduce staff to the library are outlined in the third section, which includes a sample quiz about the library and a list of circulating library materials. The fourth section suggests ways of conducting on-the-job training, including in-house training clinics, reading programs, and visits to other libraries. A sample promotional handout is included. Tasks that the head librarian can delegate are explored in the fifth section, which includes a chart showing how to monitor delegated tasks. The challenge of motivating workers is addressed in the sixth section, which discusses the characteristics of a good leader; recognition and appreciation; open communication; developing opportunities; and creating a comfortable working environment. Volunteer evaluation forms and a library worker's annual questionnaire are included. The seventh section considers the value of volunteers and suggests ways to support them. Conscientious leadership, planning and policy making, sharing the workload, promotion and publicity assignments, and ministering to each other are highlighted aspects of the final section on team spirit. A grid for organizing promotion and publicity efforts by month and a sample open hours schedule follow this section. (19 references) (SD)

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CSLA Guide No. 14

RECRUITING AND TRAINING FOR LIBRARIANSHIP

Lorraine E. Burson

IR053109

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The organization issues publications relating to this branch of librarianship, including *Church and Synagogue Libraries,* a bi-monthly bulletin containing news and informative articles for members and subscribers.

Membership in the non-profit association is open to all who are interested in church of synagogue libraries. Provision is made for membership in the name of an individual, church or synagogue, or institution. There are also affiliated, contributing, and honorary membership categories.

For a brochure with further information, and a sample copy of the official bulletin, write CSLA at Post Office Box 1130, Bryn Mawr, PA 19010.

RECRUITING AND TRAINING VOLUNTEERS FOR CHURCH AND SYNAGOGUE LIBRARIES

Lorraine E. Burson

CSLA Guide No. 14

Church and Synagogue Library Association
P.O. Box 1130 Bryn Mawr, PA 19010

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Lorraine E. Burson has been librarian at Burlingame Baptist Church in Portland, Oregon since 1961. During the last dozen years she has also been a teacher and leader in library workshops and seminars in several parts of the country. She belongs to several library associations including the Church and Synagogue Library association in which she has been an active participant and leader for several years. She is a graduate of Portland State University with twenty-one hours in library science. She was the first graduate of the University of Utah's continuing education course in Church and Synagogue Librarianship in 1978. Mrs. Burson has edited the church library paper for her denomination in Oregon and has also written more than 40 articles for religious periodicals. Her interest in congregational library volunteers began nearly 20 years ago when she began building up her own staff to handle a mushrooming volume of work in a growing library. Today she directs a library program with the help of 18 volunteers.

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PREFACE

This guide had its beginnings nearly a decade ago. In August, 1977, I was struggling with the fourth lesson, "The staff in my library" of the correspondence course on church and synagogue librarianship for the University of Utah. A question "Has your library developed a staff training manual?" had my attention. The answer to the question was NO. Still, I thought, though nothing was written or organized our library staff had undergone certain orientation and training procedures. I described to my instructor the question and answer approach I used to ascertain how much each new staffer knew about library work; I detailed a brochure which included the job description, some library "do's", and other helps which I routinely read over with the newcomer; I reported the occasional training clinics where we studied pertinent library subjects: The Dewey Decimal Classification system, how to use the card catalog, the parts of a book, reference work, etc. Finally I discussed the staff "specialist" program where staffers were encouraged to get in and READ! I finished the lesson and sent it on its way.

A week later I was delighted to receive from my instructor, G. Martin Ruoss, a note: "You are well on your way to developing a staff training manual. Let me encourage you to continue with it and someday make it available to your church at large, and to CSLA."

Mr. Ruoss' encouragement in this note and throughout the correspondence course set me on the path to completing a staff training manual. I shared it with my own staff, and with librarians in and around Oregon. Now CSLA has offered me the opportunity to present it as Guide No. 14.

It is my prayer that you will find it helpful in organizing and allocating responsibilities as well as recruiting new members for your library staff.

LEB

1. ENLISTING THE HEAD LIBRARIAN

Good leadership is imperative in a congregation's library program, for it can spell the success or failure of the library. We have all observed how some libraries expand and flourish and become vital media centers for their people, while others seem to be burdened with snags, and disintegrate for lack of enthusiasm and activity. What marks the difference? The difference is the leader, the key person, the head librarian.

Though this person need not be a professional or have specialized library training it must be someone who is organized and fully dedicated to helping people use the library, and who is willing to devote TIME to the work. The selection of the church librarian is one of the most important decisions made in starting a new church library.

APPOINTMENT

Each church or synagogue must handle the enlistment of the librarian according to its preset policies. In some congregations this constitutes the forming of a library committee, and they, in conjunction with the clergy or officers, choose the librarian. In others the librarian is appointed by the education committee, or board of religious education. In still others this key person is appointed by a nominating committee for election by the entire governing board. The librarian reports to the education committee or board in most cases. Whatever manner is used to enlist the librarian in your congregation, the qualifications for this person should be most seriously considered.

QUALIFICATIONS

The enlistee should exhibit both the personality and the technical knowledge to put such a program across. This person is generally a volunteer non-professional who expects no financial reward, the reward being a job well done and the satisfaction of helping others.

The person to be considered for the position is one who:

. . . has high spiritual character and a life-style consistent with this stand.
. . . is dedicated and willing to give time, energy and enthusiasm.
. . . is intelligent, and emotionally mature.
. . . is dependable, patient, friendly and able to communicate with people.
. . . really believes in the ministry of books.
. . . has a knowledge of the church or synagogue and its doctrine, and practices.
. . . is aware of and interested in activities and programs.
. . . has an aptitude for detail.
. . . has a knowledge of books, and strives to learn what books and other materials are needed to support the work of the church or synagogue.
. . . possesses organizational ability and a willingness to learn standard library techniques.
. . . has the ability to work well with people, both patrons and staff.
. . . is willing and able to learn and teach others the basic skills of library organization, operation, and outreach.
. . . has the ability to delegate responsibilities among the staff.

You may exclaim, "Wait a minute! No one can claim all these qualifications!" Of course not. You are entirely right. (No one person can possibly exhibit all these qualifications.) And yet, if we set our goals high in the search for the right person, the library has a better chance of becoming the resource center for the people and activities it serves.

RESPONSIBILITIES

What does a congregational librarian do? It would be a total misconception to suggest that he/she only sits at a desk checking books in and out! The librarian's job is to oversee a smooth-running operation in numerous areas, and to obtain maximum use of library materials and services. Consider these responsibilities:

Behind the Scenes

1. Prays for the ministry of the library.
2. Plans for future needs and services.
3. Coordinates library services with the congregation's leadership and activities.
4. Keeps constantly informed about books and media in general.
5. Notes changes in librarianship and trends.

Within The Library

6. Oversees the operation of the library.
7. Establishes policies and procedures.
8. Organizes the collection.
9. Catalogs and classifies materials.
10. Processes materials for circulation.
11. Selects and purchases books and other media.
12. Purchases library supplies.
13. Promotes library use.
14. Writes reviews for congregational and library newsletters.
15. Coordinates preparation and distribution of bibliographies.
16. Oversees the care of materials and equipment.
17. Maintains financial records, annual budget and expenditures.

18. Prepares reports.
19. Inventories.
20. Weeds.

With The Staff

21. Recruits and trains assistants.
22. Supervises workdays.
23. Makes assignments to staff members.
24. Provides good working conditions and staff relations.

With Users

25. Assists and advises in library use.
26. Provides reference service.
27. Provides special services: handicapped, shut-ins, hospitalized.
28. Accepts and acknowledges gifts and memorials.

In The Larger Community

29. Nurtures good working relationships with other community libraries for possible trading of services, such as inter-library loans.
30. Joins, and contributes to, library associations.

Each church or synagogue will consider the responsibilities that best fulfill its needs and will add, subtract, or substitute items on this list accordingly. Whatever the final list of duties, it must be submitted to the prospective librarian for consideration before finalizing the choice.

At least thirty responsibilities – and all are considered major administrative performances. The person who reads through this list and is skeptical of the time and involvement, is probably WRONG for the job. On the other hand, the person who reads the list and sees a vision of glorious opportunities for helping people and spreading God's Word, and who gains a clear concept of time involvement and is willing to give that time, is THE PERSON for the job.

2. RECRUITING VOLUNTEERS

Libraries require many workers in order to become successful ministries, and be recognized by both the congregation's leadership and laity as the hub of its spiritual, educational, and recreational programs. In short, it takes team effort. There must be a staff large enough to meet requests and minister to people's needs, to select and process materials, to organize and enforce library rules, and to advertise and promote for maximum use. Without dedicated assistance there will be limited development. One librarian cannot do it all for lack of time, skills, and the impossibility of being always available. In fact, should a librarian attempt such a heavy load, there is danger of becoming discouraged and losing the joy of the library ministry. Service is a key word in congregational libraries, and it takes many to provide it.

LOCATING WORKERS

How are workers found? The librarian might begin by sharing his/her concerns, and promoting and challenging the importance of the library ministry to different people and groups: Sunday school teachers, the pastor or rabbi, teachers' meetings, the board of education, etc. Some congregations have new members fill out questionnaires stating where they have previously served, or where they would enjoy serving. It would be wise for the librarian to ascertain that the form contains an entry for "library work" and then follow up on any interest shown through this medium.

Other possibilities for locating volunteer workers are:

The Elderly. They have the time and skills to be good helpers in many areas: reading to children, promoting books, processing and circulating media during workdays and library "open hours", and even carpentry.

The Youth. They might be recruited to help carry and set up audiovisual equipment to the educational departments, or to shelve books, or deliver baskets of books to shut-ins.

The Shut-Ins. They often have time on their hands and would welcome simple tasks, such as mending materials, or cutting out letters and pictures for bulletin boards.

Mothers with small children can type catalog cards at home, or prepare bulletin boards and posters.

Consider, too, the handicapped, cabinetmakers, husband and wife teams, the library's "best" readers, and even children who can help by telling their friends about library books and bringing them to the library.

From the ranks of those who respond positively to the initial approach, the librarian can arrive at some idea of who will be interested and willing to serve. From this, a list of "potentials" is formed.

Without dedicated assistants in the library there will be only limited development.

HOW MANY?

How many workers should serve on a library staff, and for what length of time? The size of a congregation, the size of the library, the long-range visions and goals of the staff – all will be factors in determining the number needed. However, the greater number of people involved, the greater will be the interest, and the greater number of services offered. Also, group "thinking", expanded with availability of more people, will greatly enlarge the ministry potential, and offer a more worthwhile evaluation check and balance.

In the very small library fewer volunteers may be required than in a larger library. If your book collection is under 500 volumes, a basic staff might consist of two to four workers, with an additional person added for every 150 church members. Whether few workers, or a dozen, the same principles are involved in recruiting.

Staff members should be approached at the end of each year regarding the mutual desirability of their continuing on in library work. This offers an 'out' should either party have found the working arrangement less than satisfactory.

QUALIFICATIONS

The effectiveness of a church or synagogue library is determined by quality personnel, the kind of people who are looking to serve their congregations in a meaningful ministry.

Not everybody will have the necessary qualifications to do the job well. Several years ago I wanted a certain person for the library staff. I persuaded and cajoled until that person gave in. Two or three months later I was made painfully aware of the error of my recruiting tactics. This person was truly not suited to the task and her heart was not in the work. I had a situation on my hands that definitely had to be rectified, and with great tact. Always allow time in recruiting so that both the recruiter and the potential worker can know for certain that the library is the place where God would have them serve.

From your list of potentials, carefully consider each against the following criteria.

Is the person:

. . . a tactful and loyal member of the congregation?
. . . faithful and dependable?
. . . patient and persistent?
. . . dedicated, cheerful, with an open attitude and pleasant smile?
. . . accessible, approachable, responsive?
. . . enthusiastic, with a positive attitude?
. . . able to work well with people, and give courteous aid?
. . . willing to listen and learn the needs of people, and match needs with media?
. . . discreet with confidence and problems of library users?
. . . one who sees a need for following systems consistently and performing assigned jobs "decently and in order"?

Does the person:

. . . have a cooperative spirit?
. . . have TIME to devote to the work of the library?
. . . have an above average appreciation for books?
. . . have a compelling curiosity and interest in finding answers to many of today's challenges?
. . . have an affinity for detail, accuracy, and neatness?

It takes pre-planning to get the right mix of workers according to their personal talents and abilities. It takes all kinds of people to create big results. Extensive knowledge of library work or library experience is not a prerequisite if potential workers are willing to develop an understanding of the operation and ministry.

RESPONSIBILITIES

Several years ago the Church Library Department of the Southern Baptist Sunday School Board published a booklet, *The Church Library Desk Book,* which included individual staff assignment slips which could be ripped out. On the reverse of each slip, seven points were listed for the staff member to heed in order to become "effective." I adapted and enlarged upon the seven points to make ten, as follows:

1. Be ON TIME in the library for the period you are scheduled.
2. Begin PRAYERFULLY.
3. If an emergency develops and you cannot serve at your appointed time, CALL a substitute or the librarian.
4. Keep the function of the library as a RESOURCE CENTER uppermost in your mind at all times.
5. Be CHEERFUL, HELPFUL, and ENTHUSIASTIC on the job!
6. Be LOYAL to the congregation's program and leadership.
7. Maintain a personal reading program to help you become familiar with all types of library materials.
8. Develop a genuine interest in people.
9. Realize that good library techniques and methods lead toward better library service.
10. Endeavor to improve your library service and knowledge through reading and study.

These ten points represent a powerful philosophy toward the maintaining of a successful library program. They should be the understood requirements of all library personnel. I use them repeatedly in my library for orienting new workers.

The actual working responsibilities of staff members, as they work with and under the direction of the librarian, fall under five main categories.

During Workdays

A. Process Materials for Circulation.
   1. Process books and audiovisuals.
   2. Type catalog cards.
   3. Shelve books and audiovisuals.
   4. Repair and mend books.
   5. Maintain audiovisuals and equipment.

A basic staff should consist of enough workers to take care of the responsibilities involved in your library.

   6. Prepare overdue notices for mailing.
   7. Help with the annual inventory.
   8. Help with periodic weeding.
   9. Prepare bulletin boards, posters, articles, displays, etc. for promotional purposes.
   10. Process and maintain periodicals and a vertical file.
   11. File catalog cards, and shelf list cards.
   12. Prepare bibliographies and mediagraphies.
   13. Dust and read the shelves.
   14. Remove clippings from old periodicals.

B. Each worker will assume responsibility for one major task within the framework of library responsibilities (See Chapter 3).

During "Open Hours"

A. Handle the Circulation Desk.
   1. Check books and audiovisuals out and in.
   2. Handle a reservation system, and prepare reserve notices.
   3. Process renewals.
   4. Oversee material which must remain in the library (reference books).
   5. Collect overdue fines and reimbursements for damage to materials while in possession of borrowers.
   6. Shelve books and other materials.

B. Handle the distribution, reservation, and operation of audiovisuals.
C. Handle the children's library, its selection and upkeep.
D. Counsel readers.
E. Assist patrons with reference work.
F. Keep the daily circulation reports, including a record of fines collected, and up-to-date membership files.

In Staff Meetings and Training Sessions.

A. At Meetings
   1. Assist with determining library policies, rules, hours, new procedures.
   2. Recommend space, equipment, furnishing changes, always with the continual improvement of library facilities in mind.
   3. Advise on book selection.
   4. Assist with yearly promotional emphasis.
   5. Aid in determining library services.
   6. Make recommendations concerning finances.

B. At Training Sessions
   1. Attend regularly, in-house training sessions.
   2. Read and study library manuals toward better work performance.
   3. Attend outside training opportunities as often as possible.

With On-going Congregational Programs

A. Help host groups visiting the library.
B. Review books and other materials both in the library, and for outside activities.
C. Assist with library programs, banquets, coffee-hours, etc.

Personal Responsibilities

A. Continually read library books, and study library manuals, toward becoming more proficient and knowledgeable.
B. Use the library (books and periodicals, vertical file, audiovisuals) for personal and group activities, and promote library materials by word of mouth.
C. Maintain a cooperative and helpful spirit both inside and outside the library.
D. Be loyal to the congregation's leadership, and to the library program.
E. Pray for a successful library ministry.

RULES FOR SUCCESSFUL RECRUITING

Let us assume that you now have before you a list of qualified potential workers for the library. How will you approach these persons to successfully secure the addition of new library workers? What techniques will you use? Remember, **you**, as librarian, are the key person in recruiting. What you say and how you act, is vital toward attracting others.

EXAMPLE

"Uh . . . say . . . Mary. Have you got just a few minutes? I uh . . . want to ask a little favor . . . well, the thing is . . . I need a little help in the library. The job's sort of boring and you probably won't want to do it, but . . . well . . . your name is on my list. Believe me, I've tried everyone else, and no one wants to do it! How about you?" (long dejected sigh)

RULE NO. 1

Be Positive and Enthusiastic. Always offer the position as an exciting challenge for the person to serve God, a rare opportunity to minister to others. It is! In the example, the position is made to appear of little value and the worker's service of no account, even should the answer be in the affirmative, because of the recruiter's obvious lack of enthusiasm. Do not be discouraged with 'no' answers, but go positively on to the next name on your list.

EXAMPLE

"Say, Alice! I noticed you aren't doing a thing in this church! What's the matter with you? Why aren't you serving? It's people like you that makes the job harder for dedicated people like me!"

RULE NO. 2

Be Courteous and Considerate. Develop an attitude of love when dealing with others. Be patient. Maintain a kind spirit and avoid an attitude of "I'm one of the few dedicated people left on this earth!" Do not be combative or argumentative if people hesitate or outright decline an offered job. The library might, or might not, be the right place for them.

EXAMPLE

"Hi ya, Bob! I have a little job for you that won't take much of your time. It's just an easy job in the library. You wouldn't have to come to all the workdays or training sessions – in fact, it's no big deal! Can you do just this one little job?"

RULE NO. 3

Be Frank In Specifying What Duties And Responsibilities The Job Entails. In the above example, the recruiter is misleading the potential worker to believe the library work involves little time and expertise to perform the needed tasks. Wrong! It involves hours of dedicated TIME each month. It also demands study and training to accomplish the full ministry. It is the librarian's job to portray the position as it truly is!

EXAMPLE

"Oh, Lucy! Thank goodness I ran into you! I need you desperately! No! No! Don't ask me why now! I don't have time to explain the position. Later, perhaps! Come! Hurry! I just can't tell you all the problems I've had today: I had to drive Bob to work, and Petey to school; I had to grocery shop for dinner tonight – and ironing still in the hamper. And now, this library thing I forgot about on top of everything!"

RULE NO. 4

Be Organized And Prepared. Don't approach people at the last possible minute and try to rush a response. Do not be in such a hustle and bustle that you have no time to explain the position. It suggests, again, that the library is the least important of many other concerns.

Interview the potential worker face to face.

A RECRUITER'S GUIDE

We have discussed four enlisting techniques. The following is an outline of suggested methods for the recruiter to follow.

Pray. Pray that God will lead you to the right person for library work. Pray that God will give you a clear presentation of the needs. Pray that it will be a fruitful ministry for all involved.

Make an appointment. Interview the person face to face, not out in the hallway. Specify what you want: "I want to talk to you about a ministry opportunity."

Prepare for the interview. Review the qualifications and interests of the potential worker, and the work for which you are specifically asking them. Take along a copy of the job description and other relevant materials.

Explain the program. The person may know very little about the library. Be prepared to inform her of its out-reaching ministry and your goals for future service. Tell her why she is being approached: certain skills and abilities needed on the library staff. Finally, explain the training program. Enlisting encompasses not only asking the person to serve, but also training and encouraging her constantly toward improvement. She may have felt unequal to the task, but is reassured with the promise of training.

Set a time for the decision. Allow the person time to think about it, to talk it over with family, and to pray that God will direct her answer. **You** call back for the decision.

Strengthen the decision. You have just received a positive answer from a recruitee. Assure the new worker again of your support, training, and time for her to develop the necessary skills. Tackle any problems, such as transportation needs. Pray for her commitment, and your own. It is not a lightly entered-into position for either the worker or yourself.

3. ORIENTING NEW WORKERS

Following the enlistment of new staff workers to the library program, arrangements are made immediately for their attendance at a scheduled workday.

PURPOSE OF ORIENTATION

An orientation program is a prerequisite for beginning service in the library. It is here that workers are given time to become acquainted with other staffers, with the materials in the library, and with library procedures. Instructions are given and specific responsibilities are assigned and explained. It is at this time that the librarian is able to communicate to the enlistee a vision of the whole ministry of the library.

Orientation procedures may take from one to six months, depending upon the time spent with the worker and the pace. One or two regularly scheduled workdays generally provide adequate time.

THE QUESTIONNAIRE

Jennie Anderson arrived punctually on the workday following her enlistment. After she was introduced to the other workers, she was seated at the desk with a copy of a questionnaire titled "Think on these and write it down," which was designed to ascertain just what Jennie already knew about library procedures, and which also gave the librarian an opportunity to later explain or expand upon Jennie's answers (See Figure on page 12.)

Jennie was next given a tour of the library. Using a floor plan along with a list of all materials being circulated (See figure 2), the librarian led her around the room, explaining briefly the classification, filing, and circulation systems for each. At mid-morning a welcome break was called, and the workers honored Jennie with coffee, refreshments, and warm hospitality.

The Job Description

Orientation continued with a review of the job description which had been only briefly scrutinized at the time of Jennie's enlistment. There were four major areas of commitment outlined on the form:

1. Attend one workday per month, arriving on time at 9:30 a.m. and leaving at 2:30 p.m. (This would vary according to individual library needs, perhaps working evenings, or several half-days in lieu of one all-day session).
2. Serve as on-duty librarian during open hours in a time slot arranged for each worker.
3. Serve in preparation of library-sponsored programs, banquets, reading clubs, coffee/book review hours, book/audiovisual presentations, children's story hours, etc.
4. Attend regularly planned in-house training sessions, and occasional outside opportunities.

INDIVIDUAL RESPONSIBILITIES

Each worker is initially assigned a special responsibility which is theirs alone, and, if necessary, time is allowed on work days for them to complete this assignment. The assignments might extend for one year, or longer. Sometimes a "fruit-basket-upset" allows for refreshing changes among tasks.

In small libraries workers might be assigned more than one task as their area of responsibility. The larger the library, however, the more entailed the tasks become, making it expedient that one person be eventually responsible for a single area.

Listed below are twenty specially assigned areas suggested for the church/synagogue library. You will discard some as not relevant to your situation, and add others that reflect the emphasis placed in your library. No two libraries emphasize the same services and ministries.

Volunteer completes orientation procedures.

THINK ON THESE AND WRITE IT DOWN!

1. Why does a church/synagogue need a library?

2. What is your image of such a library?

3. What criteria would constitute to you a "warm and appealing" library?

4. What has the location of the library within the church/synagogue physical plant have to do with its use as the resource center for all activities?

5. A church library is described as a resource center because it handles what types of materials?

6. When should a library be open?

7. Would it be better to keep the library door locked, and thus guarantee the safe-keeping of library materials, when a librarian is not on duty?

8. Should only members of the church/synagogue have access to its library?

9. How can teachers and leaders be encouraged to use the different types of media in the library?

10. Media is a word used to refer to what?

11. What to you is the most logical, economical way of making study, teaching and learning aids accessible to all the church/synagogue family?

12. A card catalog is the index to a library's materials. True_____False_____.

13. Number the following entries in the order of their catalog filing position.

_____Price, Eugenia
_____OLD TESTAMENT
_____Who Am I God?
_____Holmes, Marjorie
_____How, Anna B.
_____Parents on Trial
_____Duvall, Evelyn M.
_____SUFFERING
_____Chats with Young Adults on Growing Up
_____Stronger Than Prison Walls

14. What is a vertical file, and is there a need for such in a church/synagogue library?

15. If your recommendation was to have the library subscribe to many periodicals, what criteria would you use for choosing titles?

Figure No. 1. Form completed by recruitee during orientation procedures.

MATERIALS CIRCULATED IN A CHURCH LIBRARY

Printed

Books
Periodicals
Vertical File (clippings, pamphlets, etc.)
Newspapers
College Catalogs
Denominational Papers

Projected Audiovisuals

Films
Filmstrips
Slides
Cassette Tapes
Recordings
Video Tapes
Transparencies
Computer Software

Non-Projected Audiovisuals

Maps
Charts and Graphs
Flat Pictures
Picture and Map Rolls
Flannelgraphs
Flash Card Stories
Models
Puppets
Visual Scriptures
Flip Charts
Visual Songs
Games
Missionary Curios
Costumes
Worship Center Materials

Audiovisual Equipment

Projectors: film, filmstrip, slide, overhead, opaque
Cassette Players/Recorders
Record Players
Screens
Easels
Blackboards
Bulletin Boards
Marker Boards
Globes
Flannelgraph Boards
Computer
Accessories: extension cord, replacement lamp, adapter, reel, headphone, mike, ear plug, etc.

Figure No. 2. Tool for Recruitee during Orientation.

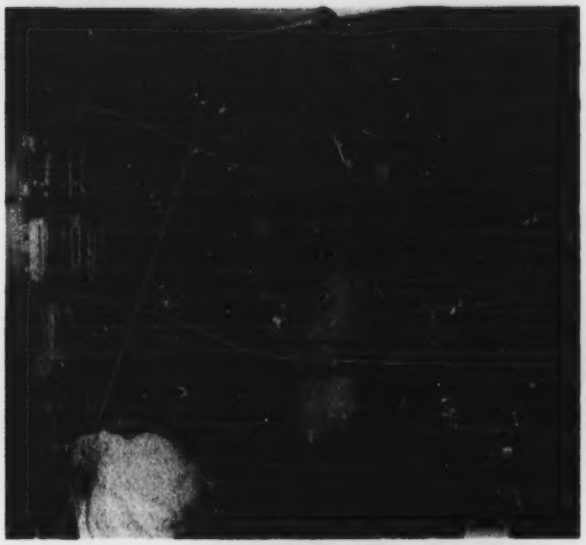
1. Overdues chairman. Goes through circulation tray once per month and prepares overdue notices that may be handed out or mailed.
2. Missions chairman. Collects all newly received prayer letters and other materials from missionaries whom the congregation supports. Is responsible for keeping these files current.
3. New Members chairman. Assembles instructional and bibliographical materials for library packets that are handed out to new members.
4. Congregational History chairman. Collects data and materials relating to the church or synagogue and its members: business, programs, bulletins, photographs, etc. and assembles these materials into a notebook that is kept in the vertical file or archives if you have them.
5. Social chairman. Plans social functions in the course of library activities: pot-lucks for training sessions, refreshments for library coffees, or when orienting new members. Is responsible for cards and/or gifts: get well, birthday, congratulations, etc.
6. Secretary. Telephones workers for work days, training sessions, etc., and maintains attendance records.
7. Education curriculum chairman. Matches the curriculum being taught in the various departments with supplementary audiovisuals and teaching aids in the library.
8. Periodicals chairman. Processes magazines for circulation, watches that all issues are received in good condition, and alerts the librarian when subscriptions expire.
9. Reporter for congregation's newsletter. Prepares a monthly article covering library activities, and sees that it arrives before the printer's deadline.
10. Reporter for weekly magazine "blurb". These appear in weekly bulletin and contain brief coverage of a specific article in a magazine or the concise review of its contents.
11. Editor of "Library News". A monthly paper inserted in the bulletin giving book reviews, news of library happenings, memorials, bibliographies, etc.
12. Chairman, Children's Library. Collects reviews and reports of children's materials, arranges tours of the library, takes books to classes and works with the teachers.
13. Shut-Ins chairman. Chooses, delivers and returns books and tapes for persons unable to attend regular services.
14. Maintenance and Mending chairman. Watches for and mends torn books and disabled audiovisuals.
15. Audiovisuals chairman. Maintains, schedules, delivers, and returns equipment for classroom and general use.
16. Chairman, Music Library. Accessions, processes, and inventories octavos, cantatas, musical collection books, etc. for the music ministry of the congregation.
17. Chairman, College and Career Center. Collects, assembles, and processes college catalogs and career information.
18. Posters chairman. Artistically talented person prepares and arranges posters around the building(s) of the church/synagogue.
19. Displays chairman. Changes displays within the library on a monthly basis.
20. Bulletin Board chairman. Artistically talented person prepares and changes bulletin boards each month.

STAFF SPECIALIST PROGRAM

On the second workday, Jennie continued in her program of orientation. She was given detailed instructions on the arrangements, processing methods, and circulation procedures for books, audiovisuals, periodicals, and vertical file. She was briefed on card filing, book shelving, and "reading" the shelves. She was apprised of the staff specialist program in which all workers are encouraged to become involved.

In order for a library to serve the congregation successfully and project the image of resource center for all activities, it is imperative for workers to become knowledgeable and adept at recognizing and matching media with people. The staff specialist program is a reading program in which the worker chooses a subject area for in-depth study. Subjects might range from mental health, child care, church/synagogue history, marriage, famous clergy, missions in specific countries, persecuted Christians/Jews, Bible biographies, teens, psychology, or to the education of a specific age group.

Forms are completed by each worker as he reads, containing author and title, and a brief report of the contents. He is also asked to consider on the form **who**, in the congregation, might benefit from the reading of this book. Periodically, participants are asked to share their findings with other workers, presenting a brief review of the book, and any other pertinent information, so that an individual study becomes, in effect, a learning session for all.



Staff workers research their "specialties."

Jennie was introduced to her first working assignment during the afternoon of her second work day. She had become better acquainted with the program through orientation and felt she was more adequately prepared for the responsibilities and new duties to be assigned to her. She, and all workers, would continue to learn on-the-job, and at specific in-house training sessions, as well as occasional workshops outside the congregation.

PETE the PARTNER
OH, BRO. PETE! DO LET ME WORK IN THE LIBRARY!
I'D JUST LOVE TO SPEND ALL MY TIME STRAIGHTENING BOOKS, TYPING CARDS, DUSTING SHELVES, SPRAYING SPINES!
I JUST HAVE ONE ITSY TEENY WEENY DRAWBACK.. I HATE PEOPLE!

Reprinted with permission from *The Church Library Magazine*, July, August 1965.

4. METHODS OF TRAINING

The library staff, and the quality of their work, is so important that it can make or break a congregational library program. Every facet of the program, every little task, contributes toward an effective library that guides, inspires, instructs, and strengthens the faith of the people within its reach. A knowledge of materials and services, and the ability to meet people and match needs comes with training and practice. Thus, a continuous training program for all library workers is mandatory.

Several principles must be considered when organizing for staff training sessions: 1) A worker remembers that which is understood better than that only acquired by rote. The instructor must allow time to explain the "why" of an assigned task, and how the task relates to the overall library ministry; 2) Learning is motivated more by success than by failure. It is prudent to allow ample training time that will build self-confidence and the ability to achieve. Assigning simple tasks initially and gradually increasing to the more difficult will help avoid failure; 3) Most people work best under a recognized set of instructions. Job descriptions and job instruction sheets should be available for each assignment.

WHO IS THE INSTRUCTOR?

The instructor should be a person who is wholly committed to a serviceable library image in both materials and services; who has a vision of the library's potential, and prayerfully dreams and enacts new avenues of service; who has a talent for leadership and a firm foundation in library policies and procedures and can communicate these to others, is the best person for the job. This key person is generally the head librarian. It is to this person that the responsibility is given to develop knowledgeable, skillful, committed, and faithful workers.

ON-THE-JOB-TRAINING

Training is acquired through several avenues: orientation, on-the-job training, in-house training clinics, guided reading programs, visits to other church libraries, and training opportunities available outside the home congregation.

On-the-job training consists of duties performed at regular library workdays under the supervision of the librarian or another assigned worker. The mechanics of library work are best learned by doing. It probably would prove helpful for workers to receive the same assignment for several consecutive workdays in order to be comfortable with that phase of learning, and then be rotated to another assignment. They should be shown clearly what they are assigned to do and how they are to accomplish it. Using assignment slips and instruction sheets accomplishes this best.

The librarian provides on-the-job training for workers.

Assignment slips (see Figure 3), with the name of the worker at the top and her projected duties listed below, allows a quick glance of what her job that day will encompass. The librarian, too, using the slips as organizers, can see at a glance all projects planned for the day, and who is to do each. At the close of the workday the librarian, collecting the slips, can assess what has been completed and what must be reassigned at the next workday.

STAFF ASSIGNMENT

Name Jennie

Assignment

1. Process and file college catalogs

2. Prepare Vertical File (biographies) (for) Circulation. (See instruction) sheets

Figure No. 3. Staff assignment slip used at workdays.

Instruction sheets, mounted on heavy cardboard, or contained in a looseleaf notebook, list the job title, the materials and equipment required, any special qualifications or working conditions for the task, and the instructions for seeing the task to completion. Each worker is given the instruction sheet that applies to his/her position for the day. Such sheets offer workers a broad scope of their duties so that they need not second-guess what activities they are asked to do.

One new worker registered surprise that there could be so many jobs in a library that several people were kept occupied. She soon learned that workdays involved a variety of tasks: classifying, accessioning, cataloging, typing, filing, shelving, compiling bibliographies, preparing overdue notices, processing audiovisuals, researching reference questions, keeping records, maintaining materials and equipment, mending books, housekeeping, reading the shelves, searching for lost materials, processing periodicals and vertical file materials, affixing jacket covers, gathering books for shut-ins, and on, and on.

Whatever the task for the day, and with instruction sheets, the librarian must not expect the new worker to immmediately step into a job and perform effectively from day one. The more clear-cut the responsibilities and expectations are, however, the faster a person can know and efficiently execute the work.

IN-HOUSE TRAINING CLINICS

This type of "group" training has several advantages: it encourages fellowship; provides a sharing time for problems encountered and even the joys of service; allows for group discussion of technical difficulties pertinent to all; updates skills; communicates new facts, materials, methods and services to all workers at the same time, thus ensuring uniform working methods and procedures.

When planning in-house clinics, the librarian strives to find areas of study that will aid staffers in becoming cognizant with all phases of library work: the Dewey Decimal classification system; using the card catalog effectively; operating audiovisual materials and equipment; researching reference questions; etc. Well planned and conducted clinics increase the interest level of staffers.

One librarian, who conducts three clinics per year, maps out the program several weeks ahead and prepares handouts, as reminders, for the staff members (See Figure No. 4 on next page.)

The librarian should keep a notebook of all training activities completed by each worker to assist in planning for future classes, and to ascertain the basic skills of each member.

READING PROGRAM

Workers should be encouraged to pursue training by reading, along with other learning experiences. There are several excellent church and synagogue library manuals for this purpose. For a list of guides and bibliographies published by the Church and Synagogue Library Association, see the inside back cover of this guide. For a complete list of library manuals from other publishers, consult *Church and Synagogue Library Resources* by Rachel Kohl and Dorothy Rodda

Reading completed by staffers should also be kept in the record of training activities accomplished by each staff member.

VISITS TO OTHER LIBRARIES

Seeing how others minister through their church or synagogue libraries can be both enlightening and inspiring. The sharing with others of fresh ideas, rewarding experiences, or even unsolved problems, broadens the concept of "ministry" and widens our vision for expanding.

Joining library associations whose local chapters meet regularly in different locations around the home area provides excellent opportunities to visit and learn. A list of chapters of CSLA located in various parts of the country can be obtained by writing CSLA, P.O. Box 1130, Bryn Mawr, PA 19010.

OTHER TRAINING OPPORTUNITIES

There are many outside learning opportunities: Religious Education conferences held on college campuses or in churches and synagogues; library clinics sponsored by religious book stores; Library Association local meetings and national conferences; regional clinics sponsored by denominations.

Training must not be neglected! The librarian must realize that the training of staffers is the best method for carrying out the library's opportunities to serve all the church or synagogue programs. It broadens the base of service and allows more individual attention to specific requests. The more complete the understanding of the entire work of the library, the better the staffer will be able to do the job. We must continually avail ourselves of every opportunity to learn about our own field of service.

ANNOUNCING!

MINI-CONFERENCE/WORK-DAY

for all Church Library Staffers!

WHEN? Monday, November 22, 1982

WHERE? In the Church Library!

TIME? 9:30 a.m. SHARP!

for being on time!

Let's Talk About

9:30 a.m. Conference No. 1 "Tell me, please" (Technical questions and terms).

10:30 a.m. Three Work Projects/Coffee Time

"Inventory, 1982"

"Book review files"

"Clipping our old periodicals"

1:00 p.m. We will share, potluck, a luncheon planned and hostessed by Doris Limper. Doris will let you know what to bring besides a good appetite!

1:30 p.m. A few words from our Youth Pastor, Jim Saemenes.

1:45 p.m. Conference No. 2 "Knowing what we have and 'mapping' it".

2:15 p.m. **Something to Think about** "Our assets and liabilities show up on a library questionnaire!

WE NEED YOU each library staffer, to bring your IDEAS, QUESTIONS, ENTHUSIASM! PRAY that our time together might truly be eternally worthwhile!

Figure No. 4. Promotion handout for in-housing training program.

5. DELEGATING RESPONSIBILITIES

Someone said, "Delegation is half of success." A bold statement, perhaps, but one worthy of our closest attention. To delegate is to assign tasks, functions or powers to another person as our representative. To fail to delegate commits a library program to potential ineffectiveness, its progress dangerously checked at the outset.

DELEGATING AIDS THE LIBRARIAN

Time. Any librarian will agree that there just are not enough hours in the week for one person to accomplish all that must be done. Frustration, harassment, exhaustion, discouragement are common in the face of work crying to be done. The solution: additional workers.

Staffing. The librarian may be burdened with too much responsibility due to lack of workers. All tasks pertinent to the library ministry should be charted and divided into reasonable workloads, then delegated to others. A chart listing available personnel for each task and how much time each can contribute, will help the librarian determine how many new staff workers should be recruited. (See Figure No. 5).

Training. The librarian may be aware that many tasks are not being accomplished; either they are neglected entirely, or are incorrectly done due to lack of skilled workers. Delegating tasks to others leaves the librarian with more time for training.

Some years ago I discovered that books were being lost at a greater rate of speed than usual. Searching for the cause, I discovered that several staff members, not understanding the Dewey Decimal system of classification were shelving books incorrectly. Corrections were made, the lost books turned up found, and the next staff training session was spent reviewing the theory of filing with Dewey.

Management. In every library there are many creative, supervisory tasks needing attention: planning, organizing, coordinating, controlling, etc. Delegating lesser responsibilities to others frees the librarian for larger projects.

For example: when our church voted to enlarge the library, many hours were required for planning how to best utilize the additional space. While the library staff, delegated to processing and circulating materials, supervised "business-as-usual" in the library, I spent time with the contractor and builder.

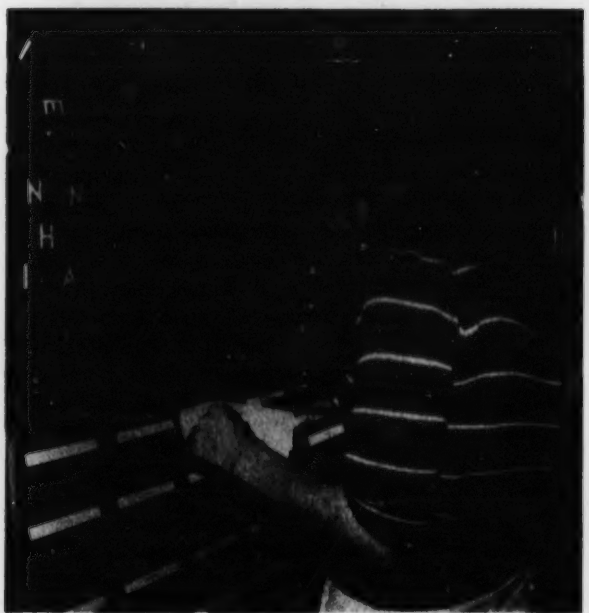
The librarian should consider, "Am I expending my energies on the appropriate types of activities, considering the key results which I want to produce, or can someone else effectively do the work?"

Goals. The librarian regularly envisions and formulates goals for an on-going library ministry. Delegating to others allows time for him/her to attain the goals, realize the expected key results, and arrive at new priorities.

DELEGATING CHALLENGES WORKERS

Delegating increases teaching and learning opportunities for workers who want to be proven knowledgeable and effective for their assigned tasks. Being delegated a responsibility that is theirs alone challenges each to an all-out effort to study and learn, and reach top performance in that position. They are made to feel a part of the team effort when their delegated task is effectively completed and helps build a strong library program.

Delegating should allow workers a choice of assignment. Some may wish to take on more difficult and challenging duties to help them gain new skills. Others may simply want a change, or the option to remain where they are.



To delegate is to assign tasks, functions or powers to another person.

DELEGATING AIDS THE PROGRAM

Where delegation is the rule, library programs expand and touch lives in many unseen ways: it evens the workload so that all tasks can be given equal emphasis: it assures the completion of functions that could not be realized were only one person assuming the task; it eliminates certain important duties from being neglected for lack of abilities and interest and it results in more and better decisions being made.

Delegating eliminates the possibility of acquiring materials disproportionately because the librarian may have certain prime interests; it places people who can grasp information and analyze and solve problems faster than others in major functions; it motivates workers to use their talents and abilities to the optimum; and it distributes talents and abilities of workers so that they can serve in the area where they are best suited.

Last year a worker was delegated to arrange monthly displays in and around the library. She had not served in this capacity before, but her expertise for the task was immediately recognized. Never had the library appeared so beautiful and eye-catching as she hung pictures, placed plants, flowers, and other objects around the room, and displayed placards and mobiles with catchy slogans. Delegation gave her an opportunity to use talents not before realized.

A CHART OF DELEGATION

In order to effectively delegate, the librarian should analyze how time is being distributed and how to realign duties among staff members. Using a "Chart of Delegation" can reflect what is happening in the library and who is doing it. Across the top of the chart, name every worker. Down the left side, list every task. Do not state tasks too broadly, but be specific: "type catalog cards", "shelve books" etc. The chart will tell at a glance which tasks are being completed and which are not.

THE FINAL AUTHORITY

The authority and responsibility delegated to another is not entirely relinquished by the librarian. The librarian is still accountable for seeing that the job is performed satisfactorily. Thus he/she might wish to set up safeguards for certain tasks to secure their correct execution. For instance, catalog cards might be filed above the rod by one worker, and checked for errors by a second worker, who would then lower the cards within the rod. Again, books shelved by one worker, especially a new worker, could be left with one-third of the spines protruding out from the shelf. A second worker would follow, ascertain their proper position, and push the books back into place. These are wise practices because a card or book misfiled, is a lost card or book, until located.

The final accountability of the librarian sometimes involves a fine point, for the librarian must not give the impression that no move should be made without first seeking permission, and yet the task must be completed in the best possible way in order to retrieve materials quickly for the user.

Sometimes delegation is fraught with disappointment and the librarian feels defeated with a worker's performance. In these cases, the librarian must exercise patience in a straight-forward, loving manner and assist workers toward their best work performance. On occasion, it may well be necessasry to reassign a task. However, the librarian must, with trust, offer assistance and allow workers to serve to the best of their ability.

	1 Jennie	2 Mary	3 Roger	4 Lisa
1 Classify				X
2 Catalog				X
3 Accession books		X		
4 Accession A-Vs				
5 Type cards		X		
6 Paste pockets/labels	X			
7 Affix jackets	X			
8 Shelve books				
9 File cards				
10 Mend books			X	
11 Keep daily report				
12				

Figure No. 5. A Chart of Delegation.

6. MOTIVATING WORKERS

How do you motivate volunteer workers to contribute to the success of a congregational library program? Actually, a combination of factors is usually involved.

THE CHALLENGE

People tend to live up to expectations of leaders whom they admire and respect. Where much is expected, much is generally achieved; where little is expected, little is often achieved. Such expectations, however, must be expressed emphatically, consistently and supportively, both in writing and speaking, and backed up by action.

"How am I doing?" or "How can I do my job better?" are questions voiced by staffers who do not want to waste their time and skills. They are seeking neither quick answers nor easy assessments in which supervisors gloss over mistakes. They really want to know if their contributions are helpful toward the library program as a whole.

Librarians should conduct annual or semi-annual evaluations of workers (See Figure No. 6). Evaluations help identify satisfactions workers receive in their work. They assess workers personal growth as a result of their services. They indicate where additional resources are needed to get the job done, whether it be materials, skills, training, or conversations with those who did the job before.

Evaluations may be transmitted through oral discussions, interviews one-on-one, or written responses. An annual luncheon meeting with each staffer offers the librarian a relaxed meeting ground for exchanging thoughts and ideas. The librarian might wish to discuss the helper's work performance over the year, what she enjoyed or did not enjoy doing, or areas where specific talents could be used to better advantage (See Figure No. 7).

Whichever method is used, when completed the evaluation should be disseminated, discussed, or **something** done about the results. Never just file the report.

SENSITIVE, COMMITTED, INFORMED

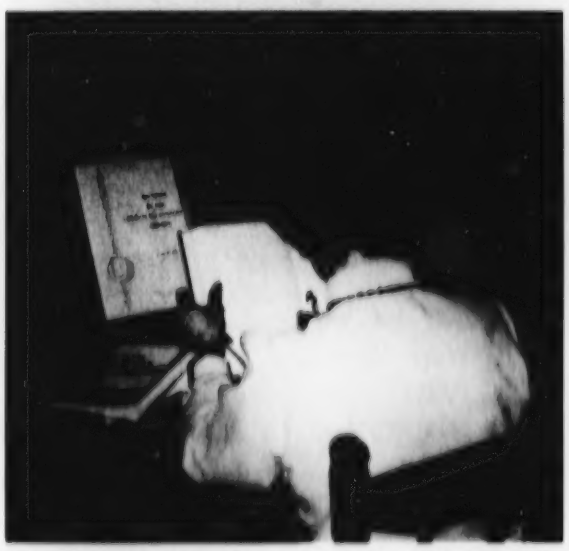
To be that leader whom workers both admire and respect, one must be sensitive, committed, and informed.

Sensitive leaders will recognize that happy working relationships result from a friendly, caring atmosphere. They will strive to form such an environment by forming close relationships with workers, learning to know their personalities, likes and dislikes, and special needs. Forming close relationships is difficult unless leaders are willing to drop **their** guard first and disclose the vulnerable areas of their own lives. Workers will then feel free to respond in like manner.

Sensitive leaders will make workers feel that they are important persons and important to the program. They will instill the kind of confidence to convince staffers to put forth their best effort.

The person who effectively motivates will practice tolerance, an open-mindedness to recognize and respect other's diversities, practices, and contrasts. God made each of us unique. And this is exciting! We can all contribute to a vital ministry by pooling contrasting strengths.

Listening, REALLY listening, is an expedient trait to curry a worker's enthusiastic response for the work at hand. It makes people feel significant and worthwhile. Most of us like to talk, and be heard. When allowed to do that with a leader who hasn't permitted preoccupation, prejudice, or an unbridled tongue to block productive listening, workers respond positively.



The informed leader continually ssarches for new tools of the trade.

EVALUATION FORM FOR LIBRARY VOLUNTEERS

Name_____

Date_____

1. Has a vision for the church library ministry as a whole?
2. Is knowledgeable with the scope of available materials through the library?
3. Understands the Dewey Decimal Classification System of filing?
4. Knows how to use library materials and facilities: card catalog? shelf list? audiovisual equipment? vertical file?
5. Is knowledgeable with library policies and procedures?
6. Regularly attends workdays?
7. Is dependable and reports on time to his/her scheduled duty during library open hours?
8. Organizes time to the best advantage?
9. Performs efficiently while on duty, and during workdays?
10. Comprehends the wide range of services available through a church library?
11. Shows initiative and motivation?
12. Is flexible in regard to schedules?
13. Cooperates well and accepts changes as they occur?
14. Works well with library users, and has ability to cope with their needs?
15. Is able to establish good working relationships with other volunteers?
16. Attends training sessions whenever available?
17. What are his/her strong points?
18. Where could he/she improve?

Figure No. 6. Evaluation Form for Library Volunteers.

_____ (Name) _____ (Date)

LIBRARY WORKER'S ANNUAL QUESTIONNAIRE

1. What did you enjoy doing most in the library over the past year?

2. What did you enjoy the least?

3. Where in the library could your specific talents be used to better advantage?

4. Discuss your work performance over the past year. What is going well, and what could be improved?

5. Considering the library ministry as a whole, what improvements would you like to see made?

6. What, in your opinion, has worked well and should be continued?

7. Considering the librarian's work performance over the past year, in what areas could he/she improve?

8. What, if anything, is he/she doing well?

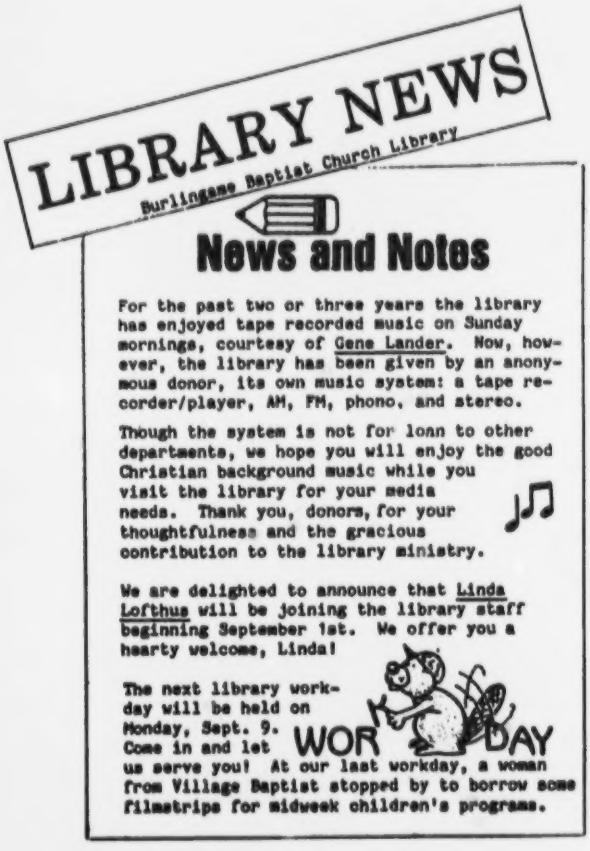
Figure No. 7. Library Worker's Annual Questionnaire.

Committed leaders dedicate time, talents and enthusiasm toward building a strong program. They give of themselves, in full measure, to assure a ministry that offers strength and endurance to both the workers, and to the congregation.

Informed leaders continually search for new "tools of the trade," for viable resources to build knowledge and skills. Such leaders will maintain effective standards and strive toward envisioned goals as they research new aspects of the ministry. In strengthening their own knowledge and skills, leaders thereby undergird the abilities and service of volunteers, and in the process gain both loyalty and respect.

RECOGNITION AND APPRECIATION

What is it that people most want out of life? Some would answer "love." Love is important. Through love, or the lack of it, people can build up or tear down others. They can cause joy or hurt, can give confidence or doubt. They can inspire poise and self-assurance, or they can wilt and stifle with caustic remarks, criticism, indifference and put-downs.



LIBRARY NEWS

Burlingame Baptist Church Library

News and Notes

For the past two or three years the library has enjoyed tape recorded music on Sunday mornings, courtesy of Gene Lander. Now, however, the library has been given by an anonymous donor, its own music system: a tape recorder/player, AM, FM, phono, and stereo.

Though the system is not for loan to other departments, we hope you will enjoy the good Christian background music while you visit the library for your media needs. Thank you, donors, for your thoughtfulness and the gracious contribution to the library ministry.

We are delighted to announce that Linda Lofthus will be joining the library staff beginning September 1st. We offer you a hearty welcome, Linda!

The next library workday will be held on Monday, Sept. 9. Come in and let us serve you! At our last workday, a woman from Village Baptist stopped by to borrow some filmstrips for midweek children's programs.

WORKDAY

Figure No. 8. Give prestige to workers by naming them in monthly library bulletins.

Post newspaper clippings about recognition of workers by other groups.

Most people, however, acknowledge that recognition and appreciation are prime needs. All of us silently cry, "Pick me out of the crowd, notice me, remember me, make me believe that I am special." We all need to be accepted and included. Librarians who truly seek to inspire workers toward enthusiasm and loyalty will let them know often that their contributions are valuable and appreciated. How?

1. By communicating with volunteers and telling them they appreciate the work that is being done. They won't hesitate to give credit where credit is due.
2. By telling co-workers what their support has meant to them.
3. By keeping records of all volunteer achievements throughout a year and using them for special recognition services.
4. By giving prestige by naming workers in reports and speeches presented to groups, in monthly newsletters, and library bulletins (See Figure 8).
5. By recording their appreciation in writing.
6. By advising the pastor of especially helpful work done by staffers and suggesting he say a word in their behalf from the pulpit.
7. By planning events to honor the volunteers.
8. By calling attention to years of service and noting accomplishments.
9. By posting clippings and/or photos to publicize information concerning recognition which workers have received from other groups, institutions, or agencies.
10. By displaying a photo-collage of volunteers at work.
11. By giving volunteers tangible gifts of appreciation, such as simple certificates of recognition.

OPEN COMMUNICATION

Open communication is an environment in which barriers have been removed between leader and workers and all are encouraged to converse freely. It is an atmosphere where workers can candidly express thoughts, opinions, suggestions and information without fear of being put-down.

Open communication generates a warm feeling where experiences are drawn out, misunderstandings are reduced, and individual ideas are enlisted toward the ministry as a whole.

Open communication means workers are allowed equal time and there are no restrictions as to who may participate.

DEVELOPMENT OPPORTUNITIES

The librarian must be continually alert to where volunteers "are" in their knowledge of and progress in library functions. Pertinent training opporunities should be offered, then, as needed, in order to keep the program running smoothly. Workers, in turn, are to be encouraged to take advantage of learning situations, whether in-house training sessions, or opportunities outside the church. They should also have at their disposal books, tapes, pamphlets and other training materials that can be studied away from the library.

Workers should be exposed frequently to the normal problems and procedures, materials and methods of library work. Allow them to practice in real-life situations, and give them time to reflect on the experiences. Respect the worker's capacity to struggle with problems, find solutions, grow and develop at their own pace.

The librarian should follow a worker's progress, without doing the work, and find ways to help them in the face of supposed and real failures. They should provide positions of larger responsibility as the worker is ready to move on.

PROVIDING WORTHWHILE WORK

People need to be involved in work that is challenging and fulfilling. The library offers one such place of service. Workers have the opportunity to observe media materials being used for resolving problems, for strengthening convictions, and for filling lonely or leisure hours. The routine activities of preparing materials for circulation on workdays takes on new meaning when workers can see the results.

It is advantageous for each volunteer to be made a supervisor over some area of library work (see Chapter 3). This not only motivates to greater achievement, but is a useful technique for increasing learning opportunities and for challenging workers to use optimum talents and abilities.

Once an area of work has been assigned, the librarian should back off and allow room for the worker to do the job. Too close supervision can result in less satisfaction, lower job performance, and less motivation.

COMFORTABLE WORKING ENVIRONMENT

A comfortable working environment is an important motivator. It does not necessarily entail just the physical accouterments, such as typing chairs of the correct height, or the latest in fluorescent lighting. It also suggests that work is well-planned and laid out with adequate instructions at hand for each worker's task. It means, too, friendly working relationships where acceptance is expected and given.

How **do** you motivate workers? You give them what they need, and to the same degree they will give you what you need. This is the key to motivation.

Workers share new ideas, suggestions and information.

7. SUPPORTING WORKERS

"Thank goodness that's done! Now I can relax!" sighed the librarian as she completed orientation procedures for the latest new recruits. How often we make the mistake of thinking a job is done once workers are recruited and positioned. Our euphoria may cause us to lose sight of the individual who has volunteered. This should not happen if we want to ensure good working relationships and satisfying results.

VOLUNTEERS ARE VALUABLE

Volunteers are one of the library's most valuable resources. They are people who come from many backgrounds and perspectives. Their interests, skills, motivations and willingness to serve are what makes library ministry happen.

Librarians will do well to heed the needs and other involvements of these valuable people. Librarians need to listen to and attend to worker's expectancies and needs:

- . . . to know that someone cares.
- . . . to know that they aren't forgotten.
- . . . to be recognized and appreciated.
- . . . to feel accepted.
- . . . to know that their work is important and helps others.
- . . . to be a part of plans and activities of the library and congregation in which they are serving.
- . . . to learn and utilize special knowledge and skills for the job.
- . . . to gain a sense of security that results from feeling one's life has purpose, meaning, and significance.

VOLUNTEERS HAVE RIGHTS

Volunteers have certain understood "rights." If these are not taken seriously, symptoms of unrest may surface. Remember the following rights of the volunteer worker:

- . . . to be carefully interviewed and appropriately assigned to a meaningful task.
- . . . to expect training and supervision to enable them to perform the task well.
- . . . to be involved in planning and evaluating the program in which they participate.
- . . . to be regarded as persons, with individuality, uniqueness and value.
- . . . to make their own contribution with personal skills and interests in ways that are meaningful to them.
- . . . to grow both spiritually and in knowledge of library procedures.
- . . . to be treated with care and concern.
- . . . to achieve self-esteem and personal identity in their work.
- . . .to receive recognition.

If, or when, calls for help in these areas go unnoticed, and discouragement sets in, there is danger that, with sadness and sometimes anger, they may terminate the position.

THE SUPPORTIVE LEADER

The wise librarian will take supportive action to assure a volunteer's growing interest and happiness in his work. One way is to keep in touch, as was discussed in Chapter 6. It isn't a matter of holding the workers' hands nor checking up on them. It is rather asking, listening, encouraging, remembering, touching, observing, comforting, accompanying, respecting, and enabling. It is being a caring friend.

Suggestions from volunteers should be encouraged and taken seriously.

What are some viable ways a supportive leader can be a caring friend?

1. Carry out planned conversations where appreciation is personally expressed and difficulties, if any, shared. Remove roadblocks, such as transportation problems or personality clashes.
2. Take time for casual conversations as you meet by chance at worship or at other times.
3. Be available by telephone.
4. Let workers know that you are thinking of them and their current situation. This can be accomplished by notes or cards through the mail.
5. Help new staffers get acquainted with the rest of the team. Plan times of fellowship, coffee breaks, etc. when workers can relax and learn to know each other.
6. Build a warm, comfortable climate to create caring, competent people who will work well with each other.
7. Expand the nurturing concept by designating a caring person for each worker. This person could celebrate with the worker and recognize special occasions. They could also be alert and respond to emergencies.

A supportive leader will follow the "Golden Rule" of Matthew 7:12, "In everything do to others what you would have them do to you . . ." (NIV).

A supportive leader will help workers to grow spiritually. in every detail of library work there is opportunity for glorifying God. Leaders should encourage volunteers to perceive that God is working through media as through other means, to teach the untaught, to comfort the lonely, and to proclaim freedom to those who are bound by ignorance, indifference, poverty and illnesses of body and mind.

Prayer for each other is at the core of the entire program. Without it nothing can be accomplished in or for the congregational library ministry. Committed, ded icated, sincere workers should be wrapped in prayer as they deal with the problems of those seeking help through media.

When volunteers are adequately supported as they serve, they will give freely of themselves and see their job through to completion. Volunteers deserve personal attention, and so does the job you want them to do!

8. DEVELOPING TEAM SPIRIT

What is a team? Webster says it is a "number of persons associated in some joint action, a cooperative effort . . ." Mancil Ezell, in his book *A Church Media Library at Work,* describes team spirit as a "we're in this together" feeling where people work closely to achieve results.

Congregational library volunteers are persons working together to achieve results in a fruitful library ministry. The success of the library may well depend upon how well they learn to perform together. Team spirit does not grow overnight. It takes time to develop.

There are several components involved: conscientious leadership; planning, decisions and policy-making as a team; sharing the work load; sharing open hours, promotion/ publicity assignments; ministering to each other, and working toward a common cause.

CONSCIENTIOUS LEADERSHIP

At the core is the librarian who is sensitive, committed, informed, supportive, and who conscientiously builds his/her staff toward excellence. The librarian will strive to become aware of the factors that cause differences in reactions of workers to orders, problems and situations. Factors such as the volunteer's personality, temperament, intelligence, habits, experience, skills, education, home conditions, physique, and personal desires, should be learned and considered.

Conscientious leadership involves an attitude of caring. Workers must be treated impartially, and no favoritism shown. Petty jealousies must not be allowed to form, nor should the library be allowed to become a gossip center. Training programs might include classes on attitudes and relationships in order to further this caring concept.

PLANNING AND POLICY MAKING

Another component in developing team spirit is allowing workers to truly become part of the team. Their voices in future planning, in policy making, selection of materials, the best use of space, library equipment needs, services offered, etc. should be heard.

During a recent staff meeting at my church, library workers were consulted for new ideas. One member suggested a better method for circulating periodicals.

Another recommended a particular title that he felt should be added to the collection. A third volunteered the problems she was having when tallying circulation reports at the close of a day. Still another suggested that "SILENCE" signs be posted to assure less disturbance for those attempting to study in the library. Each idea was discussed toward possible incorporation into the program. Some of the changes were made immediately. Others were tabled for further study and consideration.

SHARING THE WORK LOAD

Team spirit develops as workers learn to perform, through a cooperative effort, the routine tasks involved in library work:

1. They carry their share of the work at workdays by typing, filing, shelving, mending, etc.
2. They search for and collect needed materials: pictures for the picture file; pamphlets, tracts, and clippings for the vertical file, etc.
3. They help maintain the library's appearance: by straightening, dusting, and making the room generally attractive with drapes, flower arrangements, displays, pictures, floor cushions, etc.
4. They attend training clinics and conferences, willingly availing themselves of every opportunity to become more proficient in using library resources creatively.
5. They participate in library sponsored programs: reviewing books, conducting tours, performing in skits and monologues, and serving at library coffee and fellowship hours.
6. They use library media, and help inspire confidence in reading.
7. They officiate at regular library hours.

LIBRARY OPEN HOURS

The librarian prepares open hour schedules involving workers for periods of six months to one year in advance. The form consists of a left column which lists the months of the year, and headings across the top that specify the day and time of regularly scheduled library open hours. Worker's names are inserted according to their individual assignments. One worker might be assigned all year to the Sunday noon time slot. Or, several workers might share the time on an every three month basis. Jennie might be scheduled for Sunday noon every Sunday during January, April, July and October. Judy would be scheduled at the same time for February, May, August and November. Lisa would then be assigned the remaining months of March, June, September and December. This way, every Sunday throughout the calendar year is covered, and yet the burden of caring for this period of time is shared by three workers.

Sharing the work load might mean assigning research in reference materials to free the librarian for other tasks.

Ministering to one another in the library often means personal conferences and conversations about tasks to be done.

Scheduling open hours encourages team spirit as each worker is able to see how all others fit into the scheme of the entire program (see Figure 10).

PROMOTION/PUBLICITY ASSIGNMENTS

Promotion and publicity schedules also assure a team "camaraderie." Posted in the library workroom, this schedule details the promotional responsibilities of each staff member during the year. Down the left column are listed the areas of promotion (see Figure No. 9). Across the top are listed the months of the year. In the squares below, each worker's name is jotted in under the month and for the method of promotion to which each is assigned.

MINISTERING TO EACH OTHER

A final component for developing team spirit revolves around staffers as they minister to each other. In Chapter 7 we mentioned the nurturing concept of designating a caring person for each worker. This person could be another member of the library staff, depending upon the number of workers from which to draw. In any event, time should be planned within the library program for fun, fellowship and conversation along with the sharing of tasks. Birthdays could be celebrated, luncheons planned, socials scheduled. Each activity together evokes a caring attitude and encourages a spirit of godly concern for one another.

Thus we see that team spirit results from many components. Thomas Peters and Robert Waterman sum it up in their book *In search of excellence*, ". . . respect the individual, make people winners, let them stand out . . ." Workers feel a part of the team effort when their tasks are effectually administered and join the work of others toward the common cause of communicating to others, and enriching the program or our congregation by furnishing materials and guidance in its total ministry.

We become a group that understands and agrees upon "where we are going."

CHURCH LIBRARY PROMOTION AND PUBLICITY
Year_____

Method	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Bulletin Board (Outside)												
Bulletin Board (Inside)												
Divider Display												
Posters												
Mediagraphics												
"Library News"												
Church "Window"												
Sunday AM Bulletin (Periodicals)												
Book Reviews, Talks												
Library Programs												
Other												
_____												
Guest Displays in Library (Paintings, Photography, Handcraft, etc.)												

Figure No. 9. Promotion/Publicity Schedule Sheet.

CHURCH LIBRARY
OPEN HOURS SCHEDULE
Year_____

MONTH	Sunday AM 9:30-11:00	Sunday Noon 12:00-12:30	Sunday PM 6:00-6:30 7:30-8:00	Thursday PM 7:15-7:45 8:30-9:00
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				
JULY				
AUGUST				
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				

Figure No. 10. Sample Open Hours Schedule

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